M.O.C. CHILDREN'S DAY

FRIDAY MAY 7, 1999

LOCATION: Fort Garry United Church 800 Point Road

THEME: *Where The Americas Come To Sing And Play Together*

CLINICIANS:

Maureen Monson - Orff
147 Kings Dr. Wpg. Mb. R3T 3G2 PH 261-3235
FX 489-1370 (school)

Gordon Bordoluzzi - Orff
87 Pately Cresc. Wpg. Mb. R2N 2T6 PH 257-7428
FX 269-3797 (school)

Francine Morin - Movement
127 Redview Dr. Wpg. Mb. R2N 3C7 PH 257-6329
FX 474-7550 (university)

Fred Simpson - Recorder
Brahms Bay Wpg. Mb. R2G 3G2 PH 661-0199
FX 256-5371 (school)

Karen Tole-Henderson - Choral
768 Mulvey Ave. Wpg. Mb. R3M 1H7 PH 453-1110
FX 256-7954 (school)

DEADLINES: **February 28**, all instrument lists and repertoire choices need to be sent directly to Lisa Friesen, 168 Lipton St. Wpg Mb. R3G 2G9
PH 786-3335 FX 489-1370 (school)

SESSION:

8:30 a.m.	Registration
9:15 a.m.	Session **I**
10:20 a.m.	Session **II**
11:05 a.m.	Health Break
11:20 a.m.	Session **III**
12:05 p.m.	Lunch
12:50 p.m.	Session **IV**
1:30 p.m.	Session **V**
2:15 p.m.	Health Break
2:30 p.m.	Session **VI**
2:50 p.m.	**Sharing Session**

- Each of us is going to explore materials along the Pan Am Theme. We will connect with each other personally when neccesary.

- Lisa will look into getting 'Pato' to come to the opening/registration slot.

- It was suggested that booklets are not necessary for the children, why not create some other more meaningful or perhaps tasty momento of the occasion. How about buttons, or chocolates, use the Pan Am logo?

- Lisa will investigate use of the logo, or any materials the Winnipeg Games Committee might have available.

- Question, do we want the choral clinician to teach the same song to every group so that it can be used as an 'A' section to create a Rondo at the sharing session?

- Suggestion, should the children's day committee consider shortening the day by one session, so there are four plus one re-do.

F.Y.I.

- Long & McQuade will provide instruments for us. They will be set up Thursday p.m.

- Heather Kullman is our Children's Day Chairperson
1025 McCalman Ave. Wpg. Mb. R2L 1H5 PH 667-3787

Hampstead School, River East Division #9 PH 654-1818 FX 668-9417

I feel it's really important that we look ahead and consider having another meeting together in April. Please indicate your preference by numbering the following, beginning with one as your first choice.

RETURN FAX TO LISA FRIESEN
C/O H.G. IZATT SCHOOL
FX 489-1370

_____ TUESDAY APRIL 13 4:30 P.M. H.G. IZATT SCHOOL

_____ FRIDAY APRIL 16 4:30 P.M. "

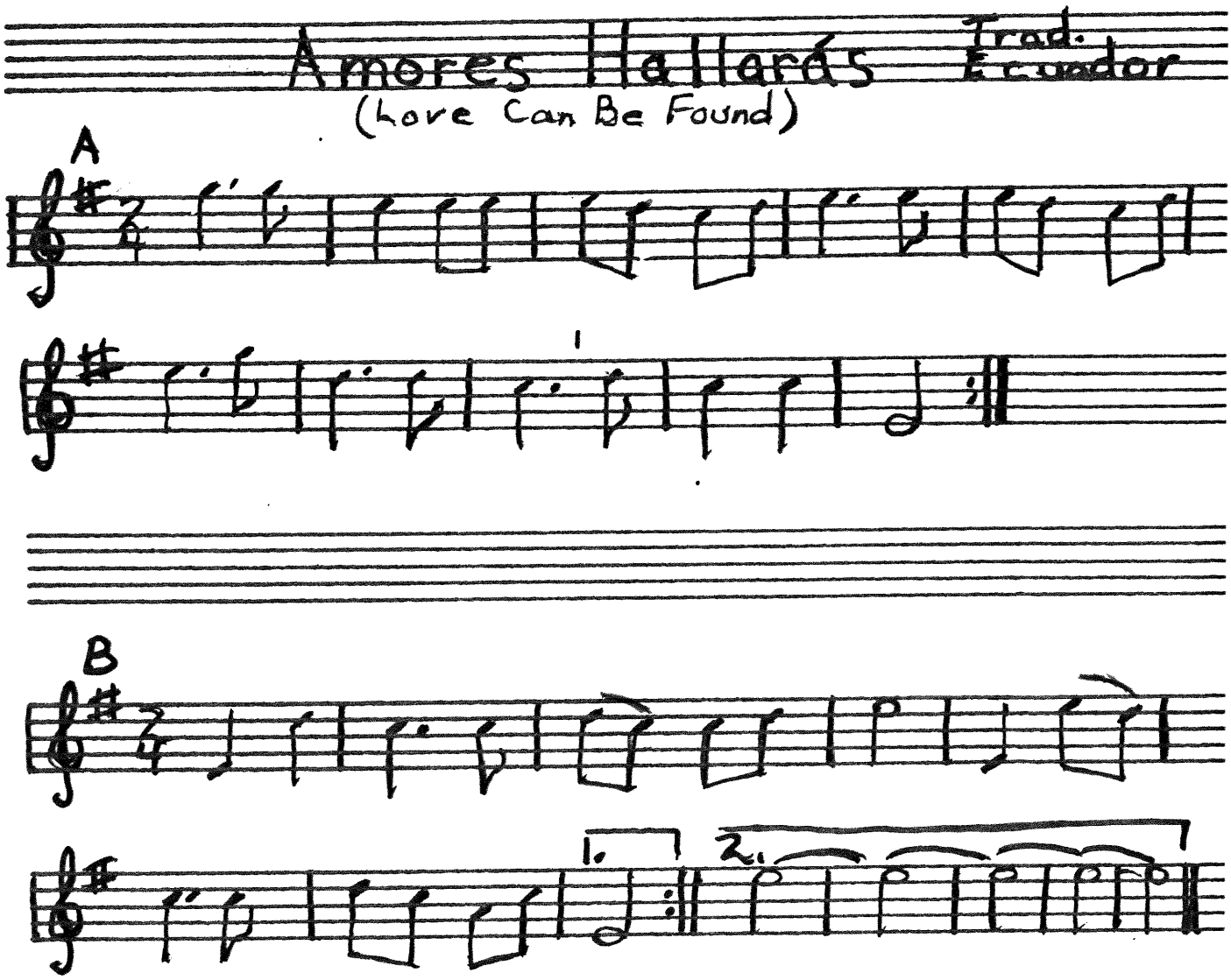
_____ SATURDAY APRIL 17 9:30 A.M. GOODIES CAFE

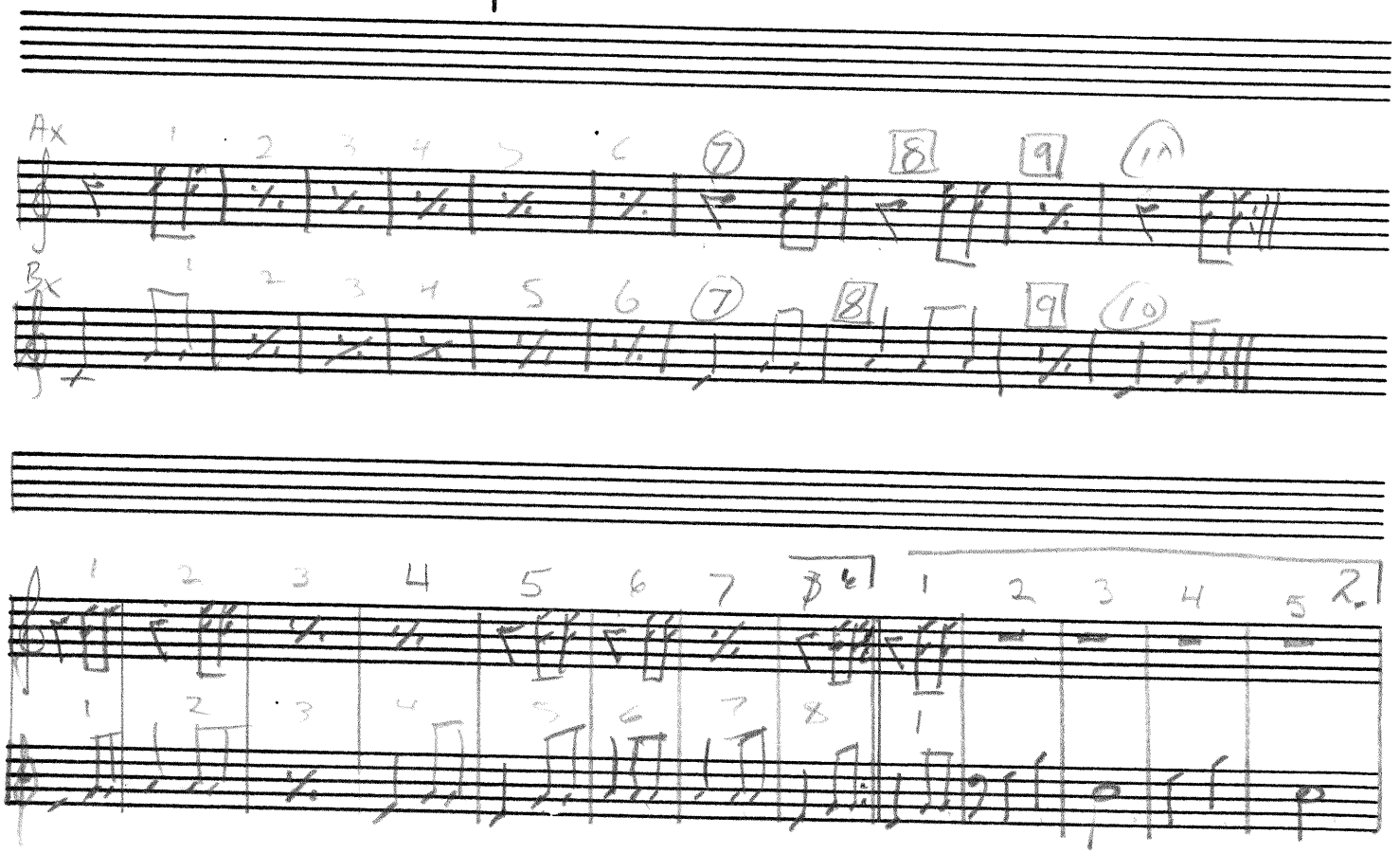
_____ WEDNESDAY APRIL 21 4:30 P.M. H.G. IZATT SCHOOL

Hi! My name is Fred Simpson. I was born and raised in Winnipeg. When I was younger I studied voice privately and competed in the Winnipeg Music Festival.

After I graduated from the University of Manitoba with 2 degrees in Science, I decided to go into education and become a teacher. I have taught music for 24 years in St. Vital.

I enjoy singing and have been in a number of Rainbow Stage and Gilbert and Sullivan Society productions. I am presently the bass soloist at Westminster United Church.





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Form A B A B

The Frederick Harris Music Co. Limited
Oakville, Canada

CHILDREN'S DAY SCHEDULE

May 7, 1999 Fort Garry United Church

	Fred Simpson (Recorder)	*Maureen Monson (Basic Orff)*	*Karen Tole-Henderson (Choral)*	*Gordon Bortoluzzi (Basic Orff)*	*Francine Morin (Movement)*
8:30-9:00			Registration		
9:00-9:15			Introduction to Children's Day		
9:20-10:05	Guatemalan Guiros	Cuban Cabasas	Mexican Maracas	Colombian Claves	Brazilian Bongos
10:05 11:05	Brazilian Bongos	Guatemalan Guiros	Cuban Cabasas	Mexican Maracas	Colombian Claves
11:05-11:20			Recess & Snack		
11:20 12:05	Colombian Claves	Brazilian Bongos	Guatemalan Guiros	Cuban Cabasas	Mexican Maracas
12:05-12:45			Lunch		
12:45 1:30	Mexican Maracas	Colombian Claves	Brazilian Bongos	Guatemalan Guiros	Cuban Cabasas
1:30 2:15	Cuban Cabasas	Mexican Maracas	Colombian Claves	Brazilian Bongos	Guatemalan Guiros
2:15-2:30			Recess		
2:30 2:45	Brazilian Bongos	Guatemalan Guiros	Cuban Cabasas	Mexican Maracas	Colombian Claves
2:50-3:30			Sharing Session		

**Please note that bold print indicates which session each group will present material from for the "Sharing Session" at the end of the day. Clinicians will see these groups twice (Session #2 and a short 15-minute session before the "Sharing Session").

Basic Orff: "De Colores"

Gordon Bortoluzzi

Mexican Folk Song
Song Arrangement by SONJA POORMAN
Orff arrangement by G.Bortoluzzi & K.Tole-Henderson

LESSON PLAN:

1. Teach the song through echo singing and rote.
2. Follow the chord changes (I, IV and V) while singing, identifying as I, IV and V, and then as C, F and G.
3. Internalize as 3/4 time and provide lead-up to ostinati with Body Percussion.
4. Transfer chord progression to contra bass bars & bass xylophones.
5. Teach the 3 ostinati for the soprano & alto xylophones and practise moving from one chord to the next.
6. Teach the glockenspiel parts (Part 1: fits with the first 'De Colores' in song Part 2: fits with 'heart overflows').
7. Put all sections together with the song.
8. Teach the introduction/interlude.
9. Add Latin-American non-pitch percussion as suggested (claves & maracas)
10. Sing the song as originally arranged, but (of course) do not change keys when singing the english verse.

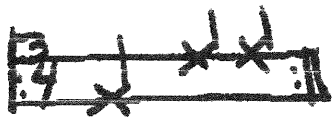
CHORD PROGRESSION:

‖:	F	C	G	C	
	C	[1] C	C	C	C
	G	[2] G	G	G	G
	C	[3] C	C	C	C
	F	[4] F	C	C	C
	F	C	G	C	:‖

DE COLORES

Orff arrangements by G. Bortoluzzi
K. Tole-Henderson

Body Ostinato: clap
patchen



Intro & Interlude

S.G.
A.G

BX
BB.

I = C V = G IV = F

S.X
F

BX
B.B

I = C V = G

SG
AB

41 & 49

1x 2x

SG
AG

Non-Pitched Percussion

Maracas
Claves

Basic Orff: "Come and Play"

Maureen Monson

Maureen created this simple speech and song rondo, based on the PanAm slogan "Where the Americas Come and Play/Ou les Ameriques viennent jouer". Countless variations are possible in the B and C sections as teachers and students try to list all the sports that will be played at the Games and all the countries that will be coming.

Section A (speech)

4 Winnipeg, Manitoba

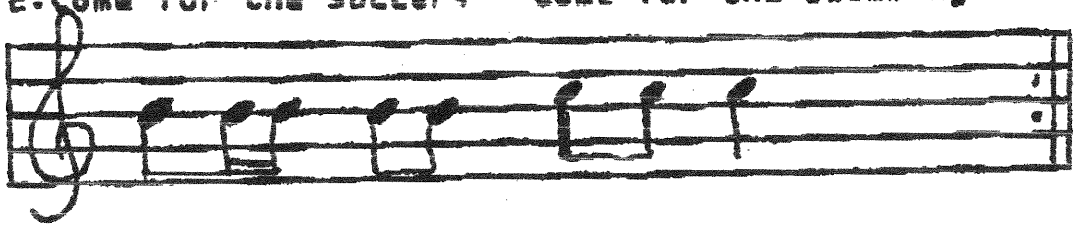
Where the Americas come to play

Come to Winnipeg, Manitoba

Where the Americas come to play.

Section B

1.Come for the baseball, come for the judo
2.Come for the soccer, come for the swimming



1.Come for the rowing, come and play.
2.Come for the volleyball, come and play.

Section C (speech)

Come from Aruba, come from Bermuda

Come from Cuba, come and play.

Come from Argentina, come from Guatemala,

Come from Nicaragua, come and play.

Instrumentation:

A and C Sections:

Claves: (Hon-du-ras)

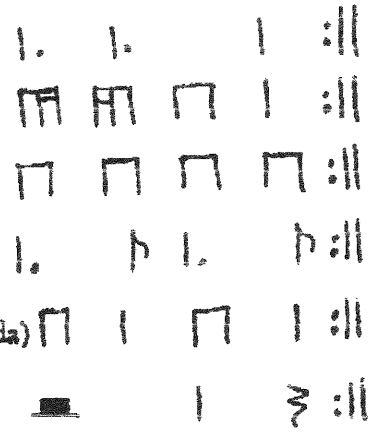
Temple Blocks:

Maracas: (Chi-le)

Conga: (Let's go)

Hand Drum: (Ca-na-da)

Vibraslap: (Yes!)



B Section:

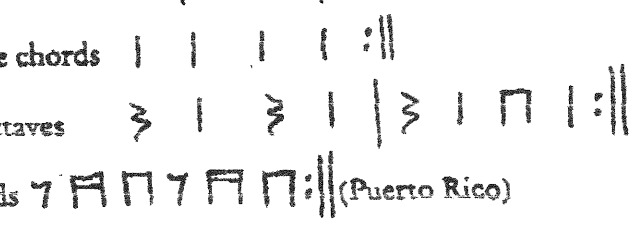
The focus here is on I, IV and V chords. We will try:

Bass Bars: C, F, G, C'

BX, BM: Now build the chords

Glocks: Let's try the octaves

SX (hard mallets): Triads (Puerto Rico)



Movement:

A Section:
Clapping with a partner. This is the same pattern as "Landlord". Can be single or double time!

Right hand with partner
Clap own hands
Left hand with partner
Clap both hands
Both hands with partner
Crossed arms on own shoulders
Patsch
Clap own hands

B Section:
Mime the sports that are named, then on "come and play" - patsch, clap own hands, and extend arms with a snap.

C Section:
Step-touch throughout with arms high and hands a-waving!

Final Form:

ABACA or ABACA(BC)A(ABC) or any combination at all.

Movement:Americas Come and Play/Fado Blanquita

Francine Morin

1. Students will explore the element of space as they transform their floor patterns while moving to the lively and upbeat 999 PanAm Games theme song *Americas, Come and Play* (source: *Americas, Come and Play* by Danny Schur, Juliane Schaible and D. Cavalier, 1994).

2. Students create a movement canon based on PanAm sports events and a study of body shape.

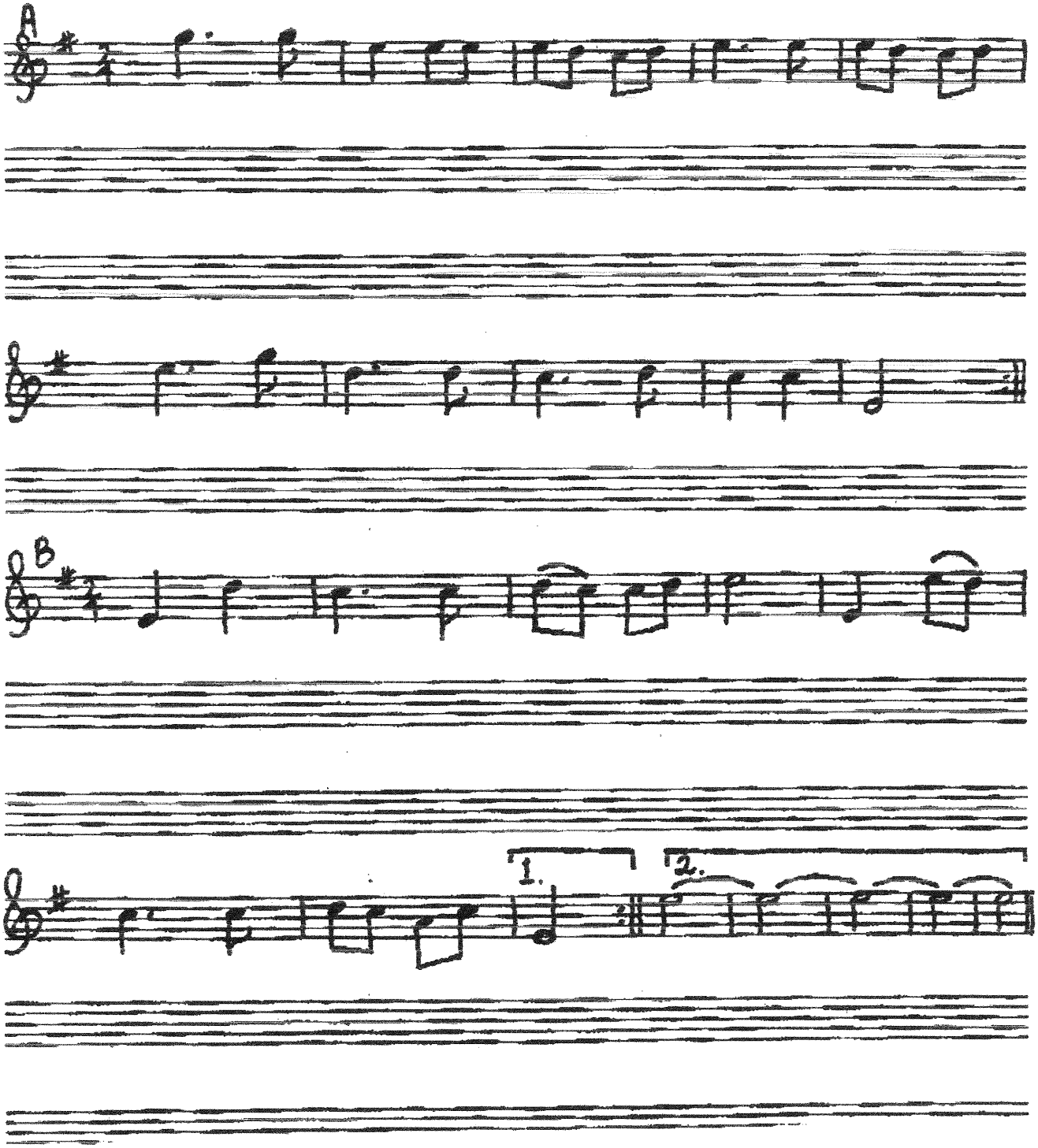
3. Perform *Fado Blanquita*, a traditional dance of Brazil.

Notes on specifics of dance steps:

Recorder: Amores Hallaras (Love Can Be Found)

Fred Simpson

This is a traditional song from Ecuador. The melody is found in A Singing Wind (E.V. Brennan, World Music Press) but the Orff arrangements are Fred's own. Room has been left to make note of the additional instrumentation.



Choral: De Colores

Karen Tole-Henderson

This is a Mexican folk song that children will sing in Spanish and English. It can be done in unison or two part.

1. Warm-ups: work on breathing and proper support; focus on vowel shapes and blend (working with the vowels that are within the Spanish language in the piece); work on singing in thirds.

2. Spanish: using the rhythm of the music, have the students speak the Spanish and learn the text phrase by phrase.

3. Melody: Put the melody of the music with the words.

4. Refine the first verse.

5. Focus on the second verse that will be in English. Study words through echo process, then add to melody.

6. If time permits, learn the harmony part for Verse 2. This is mainly in thirds and is quite accessible.

7. Refine and work on overall performance.

8. The students will learn the instrumental accompaniment in the Basic Orff session with Gordon Bortoluzzi.

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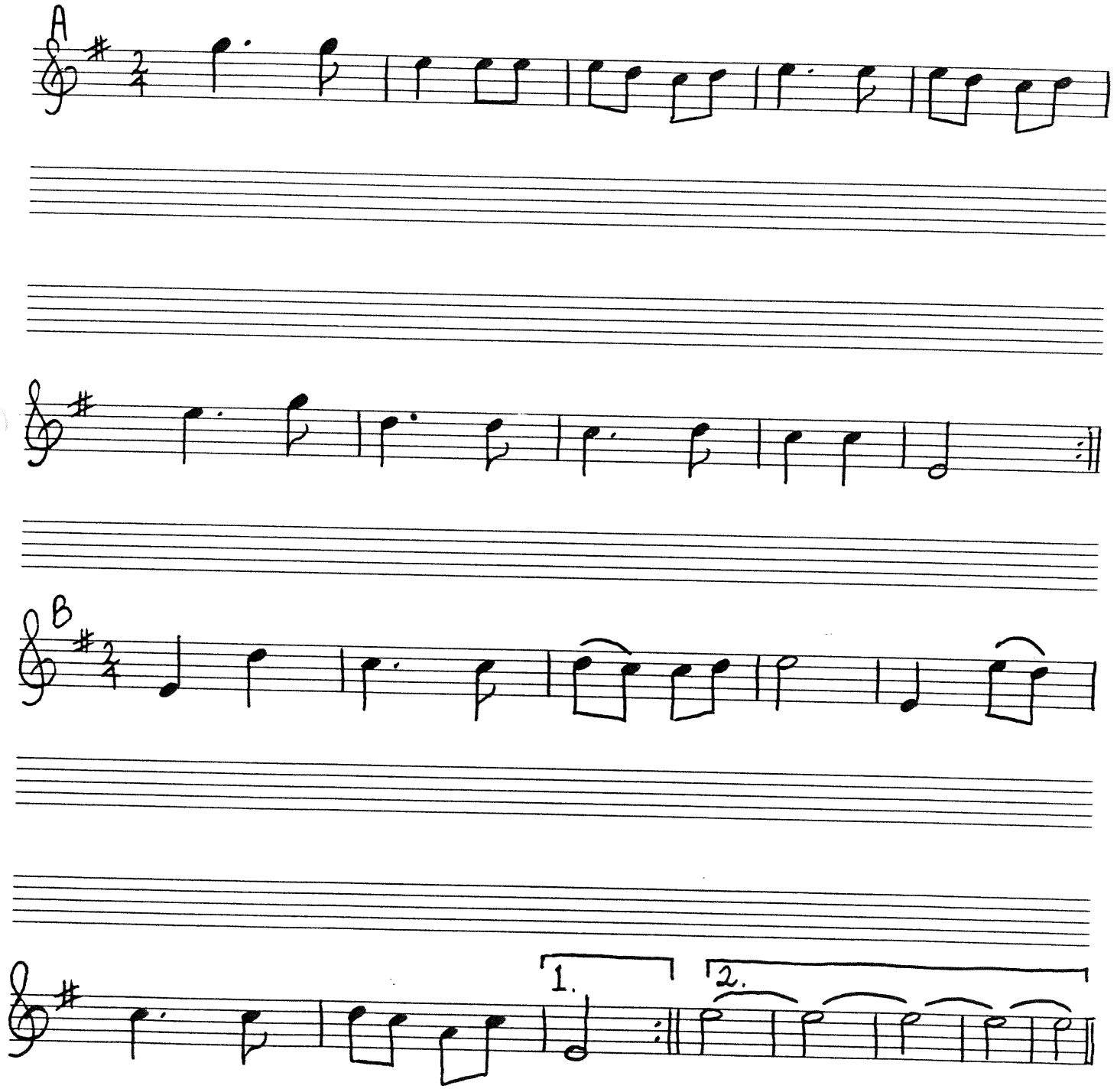
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